

# NCERT

## *Solutions*

### English

Class  
**10**



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## Chapter 2

### Nelson Mandela Long Walk to Freedom

#### **Oral Comprehension Check Pg-18**

Q.1 Where did the ceremonies take place? Can you name any public buildings in India that are made of sandstone?

Ans.: The ceremonies took place in the Union Buildings amphitheater in Pretoria. It was a special occasion. There are many public buildings in India that are made of sandstone such as the Red Fort, the Hawa Mahal, The Jama Masjid, etc.

Q.2 Can you say how May 10 is 'an autumn day' in South Africa?

Ans.: May 10 is an 'autumn day' in South Africa because on this day the democratic government took oath. In autumn season, old leaves fall from the trees and new leaves begin to grow, the same analogy is being indicated here.

Q.3 At the beginning of his speech, Mandela mentions "an extraordinary human disaster." What is the "glorious.....human achievement" he speaks of at the end?

Ans.: At the beginning of his speech, Mandela mentions "an extraordinary human disaster". It was the policy of apartheid in South Africa under which people were the victims of racial discrimination. Now they had achieved freedom. The "glorious... ..human achievement"

he speaks of at the end is that they will never be oppressed on the basis of their skin color.

Q.4 What does Mandela thank the international leaders for?

Ans.: Mandela thanks the international leaders for their support to first anti-racial democratic government in South Africa.

Q.5 What ideals does he set out for the future of South Africa?

Ans.: Nelson Mandela sets out many ideals for the future of South Africa. He says that all the people will be free from poverty, deprivation and discrimination. They will never experience oppression by others.

### **Oral Comprehension Check Pg-21**

Q.1 What do the military generals do? How has their attitude changed, and why?

Ans.: The military generals do their duties. They were always loyal to the rules of the country. Previously they might have arrested Mandela under the regime of the whites, but now they have changed their attitude. They saluted Mandela as he has become the President of South Africa. So, they were loyal to their country and to the President.

Q.2 Why were two national anthems sung?

Ans.: Two national anthems were sung because they wanted to pay honor and respects to the whites and the blacks equally. Second reason was that

It was the pattern to remove all racial differences. One anthem was related to the whites and other was related to the blacks.

Q.3 How does Mandela describe the system of government in his country? (i) in the first decade; and (ii) in the final decade, of the twentieth century?

Ans.: In the first decade of the 20<sup>th</sup> century, the whites erected a system of racial discrimination against the blacks. They set up the most inhumane system of apartheid where the blacks were denied the fundamental rights of freedom. In the last decade of the 20th century, the system was overturned. The policy of apartheid was uprooted, and a new non-racial democratic government was installed to set up equal rights.

Q.4 What does courage mean to Mandela?

Ans.: To Mandela, courage means the triumph over fear. According to him, a brave man is not he who does not feel afraid, but he who conquers that fear.

Q.5 What does he think is natural, to love or to hate?

Ans.: Mandela thinks that to love is natural because the feeling of loving comes to our heart naturally. On the other hand, we have to learn how to hate as this feeling does not develop on itself.

tamso ma jyotirgamaya

### **Oral Comprehension Check Pg-24**

Q.1 What 'twin obligations' does Mandela mention?

Ans.: Mandela mentions that every man has 'twin obligations. The first obligation is towards family, parents, wife, and children. The second obligation is to work for his people, community, and the nation.



**Q.2** What did be free mean to Mandela as a boy, and as a student? How does he contrast these ‘transitory freedoms’ with ‘the basic and honorable freedoms’?

**Ans.:** For Mandela, freedom had different meanings at different stages. As a boy, freedom meant to be able to run freely in the fields and to swim in the stream according to his will. As a student, freedom meant staying out at nights, reading whatever pleased him or go wherever he wanted. But later he realized that this sort of freedom was only an illusion. For him, the basics and honorable freedoms were achieving his potential, earning his keep, marrying, and having a family. These freedoms were more important for him when we were a young man.

**Q.3** Does Mandela think the oppressor is free? Why/why not?

**Ans.:** Mandela thinks that the oppressor is not free. This is because a man who takes away other’s freedom is a prisoner of hatred. According to Mandela, neither the oppressor nor the oppressed is free. Both are equal as they are robbed of their humanity.

### **Thinking about the Text**

**Q.1** Why did such a large number of international leaders attend the inauguration? What did it signify the triumph of?

**Ans.:** A large number of international leaders attended the inauguration ceremony of first democratic non-racial government in South Africa because it was the end of apartheid regime; in real sense, it was the victory of humanity.

It signified the triumph of humanity against discrimination on the basis of color. It was a unique day in the history of South Africa.

Q.2 What does Mandela mean when he says he is “simply the sum of all those African patriots” who went before him?

Ans.: Mandela wants to say that he was not all alone on the path of freedom. He was guided and inspired by all those African patriots who had contributed to the struggle against oppression. He wished to pay his respect to those who were not there to see the fruitification of their efforts and sacrifices.

Q.3 Would you agree that the “depths of oppression” create “heights of character”? How does Mandela illustrate this? Can you add your own examples to this argument?

Ans.: Yes, it is true that the depths of oppression create heights of character. World history is full of such examples where oppression produced great leaders. In South Africa, oppression and brutality produced great leaders like-Oliver Tambo, Walter Sisulu, Bram Fisher, Chief Luthuli, Yusuf Dado and Mandela himself.

We can say that the history of India is also full of individuals like Subhash Chandra Bose, Chandra Shekhar Azad and Mahatma Gandhi who fought against oppression and showed great character while struggling for national independence.

Q.4 How did Mandela’s understanding of freedom change with age and experience?

Ans.: Mandela’s understanding of freedom changed with age and experience. He was carefree and felt free during his childhood as he could do all he wanted without having to worry about the outside world. Later in his life, his definition of freedom changed as he desired other things. After gaining experience and perspective, he realized that freedom has.

been taken away from all the black Africans and he needed to fight to make sure that it is restored.

**Q.5** How did Mandela's 'hunger for freedom' change his life?

**Ans.:** Mandela was not born with a hunger for freedom. But when he realized that his freedom had been taken away from him, he decided to get it. His decision made him hungry for freedom. Now he had changed in bold, and a man without home. He had won over the fear in his heart. He had only one dream and it was "freedom" to all.

### **Thinking about Language**

**Q.1A** Make a list of such pairs of nouns and verbs in the text.

Noun	Verb
Rebellion	Rebel
Constitution	Constitute

**Ans.:**

**Noun:** Noun is the name of a person, place or a thing. Examples – Rajeev, New Delhi, Book, etc.

**Verb:** Verb signifies action in the sentence. Examples – Rebel, install, inaugurate, etc.

Noun	Verb
Rebellion	Rebel
Constitution	Constitute
Inauguration	Inaugurate
Oppression	Oppress
Celebration	Celebrate

Imagination	Imagine
Installation	Install
Expression	Express
Separation	Separate
Obstruction	Obstruct
Demonstration	Demonstrate
Devotion	Devote
Emancipation	Emancipate
Generation	Generate
Prevention	Prevent
Possession	Possess
Contribution	Contribute

Q.2 B Read the paragraph below. Fill in the blanks with the noun forms of the verbs in brackets.

Martin Luther King's..... (contribute) to our history as an outstanding leader began when he came to the .....(assist) of Rosa Parks, a seamstress who refused to give her up seat on a bus to a white passenger. In those days American Blacks were confined to positions of second-class citizenship by restrictive laws and customs. To break these laws would mean..... (subjugate) and.....(humiliate) by the police and the legal system. Beatings, ..... (imprison) and sometimes death awaited those who defied the system. Martin Luther King's tactics of protest involved non-violent ..... (resist) to racial injustice.

Ans.: Martin Luther King's contribution to our history as an outstanding leader began when he came to the assistance of Rosa Parks, a seamstress

who refused to give her up seat on a bus to a white passenger. In those days American Blacks were confined to positions of second-class citizenship by restrictive laws and customs. Breaking these laws would mean subjugation and humiliation by the police and the legal system. Beatings, imprisonment and sometimes death awaited those who defied the system. Martin Luther King's tactics of protest involved non-violent resistance to racial injustice.

(ii) Using the Definite Article with Names

You know that the definite article 'the' is not normally used before proper nouns. Nor do proper nouns usually occur in the plural. (We do not say: \*The Nelson Mandela, or \*Nelson Mandela's). But now look at this sentence from the text:

.....the decades of oppression and brutality..... produced the Oliver Tambos, the Walter Sisulu's,.....of our our time.

Used in this way with the and/ or in the plural, a proper noun carries a special meaning. For example, what do you think the names above mean?

Choose the right answer.

(a) for example Oliver Tambos, Walter Sisulu's,.....

(b) Many other men like Oliver Tambo, Walter Sisulu...../many men of their type or kind, whose names may not be as well known.

Did you choose option (b)? Then you have the right answer.

**Here are some more examples of 'the' used with proper names. Try to say what these sentences mean. (You may consult a dictionary if you wish. Look at the entry for 'the').**

1. Mr. Singh regularly invites the Amitabh Bachchans and the Shah Rukh Khans to his parties.



2. Many people think that Madhuri Dixit is the Madhubala of our times.
3. History is not only the story of the Alexanders, the Napoleons and the Hitlers, but of ordinary people as well.

Ans.:

Articles: A, an and the are Articles. They come before nouns.

There are two types of Articles.

1. Indefinite Articles (a, an)
2. Definite Article (the).

Indefinite Articles – (a, an): ‘An’ is used before a word beginning with a vowel sound and ‘a’ is used before a word beginning with a consonant sound – i.e.:

A boat, a cow, a dog, a fan, a goat, a hen, etc.

An ass, an inkpot, an elephant, an orange, an umbrella, etc.

Note: Some words begin with vowels, but they sound like a consonant so ‘a’ should be used before that.

Some words begin with consonants but sound like a vowel, so ‘an’ should be used there.

For example, A one rupee-note.

An honest man.

Definite article: ‘The’ is used before some particular person or things, books, oceans, rivers, etc.

1. In the first sentence, use of 'the' before Amitabh Bachchan and Shah Rukh Khan means that Mr. Singh invites all the big stars of film industry to his parties.

2. In the second sentence, use of 'the' before Madhubala means Madhuri Dixit has been compared with Madhubala in beauty and quality.

3. In the third sentence, use of 'the' before Alexanders, Napoleon's and Hitlers means that there are many people like Alexander, Napoleon and Hitler in history.

### (iii) Idiomatic Expressions

Match the italicized phrases in column A with the phrase nearest in meaning in column B. (Hint: First look for the sentence in the text in which the phrases in column A occur).

A	B
1. I was not unmindful of the fact	(i) had not forgotten; was aware of the fact. (ii) was not careful about the fact. (iii) forgot or was not aware of the fact.
2. when my comrades and I were pushed to our limits	(i) pushed by the guards to the wall. (ii) took more than our share of beatings. (iii) felt that we could not endure the suffering any longer.
3. To reassure me and keep me going	(i) make me go on walking. (ii) help me continue to live in hope in this very difficult situation.

	(iii) make me remain without complaining.
4. the basic and honorable freedoms of earning my keep.	(i) earning enough money to live on. (ii) keeping what I earned. (iii) Getting a good salary.

**Ans.:**

1. not unmindful of	(i) had not forgotten; was aware of the fact.
2. were pushed to our limits	(iii) felt that we could not endure the suffering any longer.
3. keep me going	(ii) help me continue to live in hope in this very difficult situation.
4. earning my keep	(i) earning enough money to live on

## Speaking

In groups, discuss the issues suggested in the box below. Then prepare a speech of about two minutes on the following table.

(First make notes for your speech in writing).

True liberty is freedom from poverty, deprivation, and all forms of discrimination.

- Causes of poverty and means of overcoming it.
- Discrimination based on gender, religion, class, etc.
- Constitutionally guaranteed human rights.

**Answer:**

## Notes

### 1. Causes of poverty and means to overcome it:

Causes	1.1	Non-technical education
	1.2	Rapidly increasing population
	1.3	Illiteracy
	1.4	Lack of employment
Means to overcome it	1.5	To get inclined to technical education
	1.7	Check increasing population
	1.8	Self-awareness for literacy
	1.9	Increasing employment opportunities

### 2. Discrimination based on Gender, Religion, Class, etc.

2.1	Male-dominance
2.2	Jealously
2.3	Differences in society
2.4	Exploitation of human rights
2.5	Government policies

### 3. Constitutionally Guaranteed Human Rights

3.1	Equal chances for everyone to develop
3.2	No difference between men and woman
3.3	Free education to all
3.4	Harmony

### Speech:

Respected Principal, teachers and my dear friends!

Today I am here, in front of you to express my views on the topic – True liberty is freedom from poverty, deprivation and all forms of discrimination.

There are many poor people in our country who cannot get food properly. They face a lot of difficulties in their lives. They can never fulfill their basic needs. It has many causes – unemployment, non-technical education; etc. They are not fully aware about their basic rights. To overcome this situation, one must work hard.

There is a lot of discrimination in our society based on gender, religion, class etc. The rich exploit the poor, and woman live at the mercy of men. Everyone should enjoy constitutionally guaranteed rights. Only then we can say that we have true liberty.

## Writing

### Q.1 Looking at contrasts

Nelson Mandela's writing is marked by balance: Many sentences have two parts in balance.

Use the following phrases to complete the sentences given below:

(i) They can be (ii) I was born free

thought to love

(iii) but the triumph (iv) but he who

Over it. Conquers that

Fear



(v) to create such

Heights of character

1. It requires such depths of oppression

.....

2. Courage was not the absence of fear

.....

3. The brave man is not he who does not feel afraid .....

4. If people can learn to hate.....

5. I was not born with hunger to be free.

**Ans.:**

1. (v) to create such heights of character.

2. (iii) but the triumph over it.

3. (iv) but he who conquers that fear.

4. (i) they can be taught to love.

5. (ii) I was born free

Q.2 This text repeatedly contrast the past with the present or the future. We can use coordinated clauses to contrast two views, for emphasis or effect.

Given below are sentences carrying one part of the contrast. Find in the text the second part of the contrast, and complete each item.

Identify the words which signal the contrast. This has been done for you in the first item.

1. For decades the Union Buildings had been the seat of white supremacy, and now.....

2. Only moments before, the higher generals of the South African defense force and police.....saluted me and pledged their loyalty....not so many years before they would not have saluted.....
3. Although that day neither group knew the lyrics of the anthem....they would soon.....
4. My country is rich in the minerals and gems that lie beneath its soil,.....
5. The Air show was not only a display of pinpoint precision and military force, but.....
6. It was this desire for the freedom of my people.....that transformed.....into a bold one, that drove... ..to become a criminal, that turned.....into a man without a home.

**Ans.:** 1. It was the site of a rainbow gathering of different colors and nations for the installation of South Africa's first democratic, non-racial government.

2. Officials; but arrested me.
3. now; know the words by heart.
4. But I have always known that its greatest wealth is its people.
5. A demonstration of the military's loyalty to democracy.
6. A frightened young man; a law-abiding attorney; a family-loving husband.

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### Q.3 Expressing your Opinion

Do you think there is a color prejudice in our own country? Discuss this with your friend and write a paragraph of about 100 to 150 words about this. You have the option of making your paragraph a humorous one.

(Read the short verse given below)

When you were born you were pink  
When you grew up you became white  
When you are in the sun you are red  
When you are sick you are yellow  
When you are angry you are purple  
When you are shocked you are grey  
And you have the cheek to call me 'coloured'.

**Ans.: Color prejudice in India**

There is no **lawful color prejudice in India**. **Indian** constitution guarantees equal rights to every citizen, irrespective of their color, religion or any other demographic distinction. Having said this, it is essential to note that the society is not free from prejudices. Preference of color and caste is still prevalent in the society. Laws have been made to protect the rights of every individual but the reluctance of the people to follow these laws instead of the pre-conceived societal notions has created an anomaly.

The law of the land doesn't permit such discriminations and it is the fault of the societal mindset that the regional and color prejudice is still present in India.

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# SKILL MODULES BEING OFFERED IN MIDDLE SCHOOL



Artificial Intelligence



Beauty & Wellness



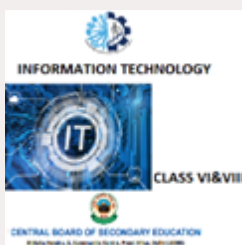
Design Thinking &  
Innovation



Financial Literacy



Handicrafts



Information Technology



Marketing/Commercial  
Application



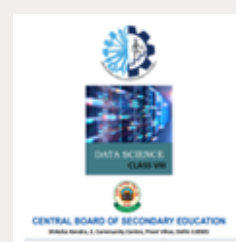
Mass Media - Being Media  
Literate



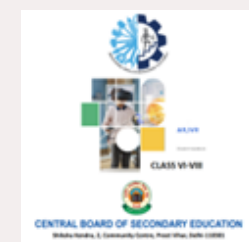
Travel & Tourism



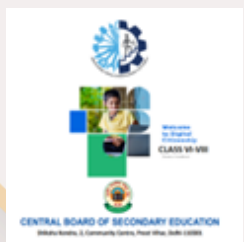
Coding



Data Science (Class VIII  
only)



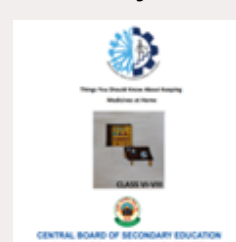
Augmented Reality /  
Virtual Reality



Digital Citizenship



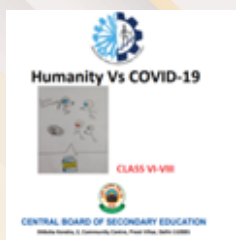
Life Cycle of Medicine &  
Vaccine



Things you should know  
about keeping Medicines  
at home



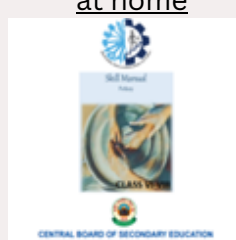
What to do when Doctor  
is not around



Humanity & Covid-19



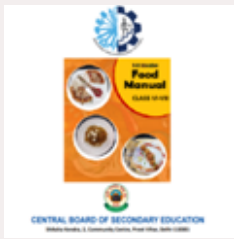
Blue Pottery



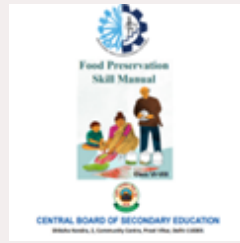
Pottery



Block Printing



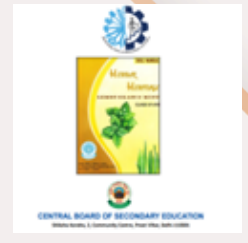
Food



Food Preservation



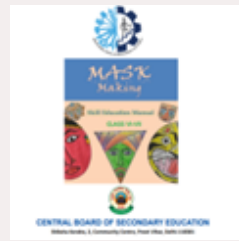
Baking



Herbal Heritage



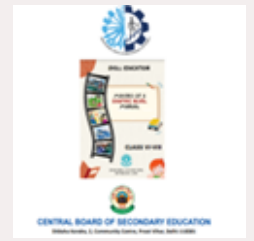
Khadi



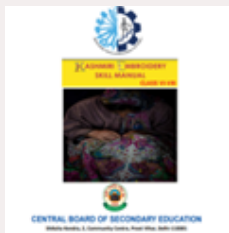
Mask Making



Mass Media



Making of a Graphic Novel



Kashmiri Embroidery



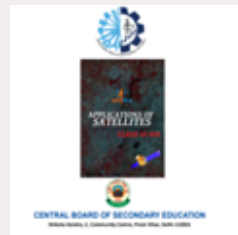
Embroidery



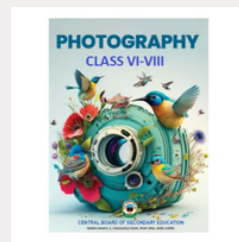
Rockets



Satellites

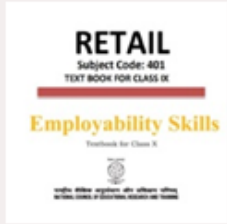


Application of Satellites

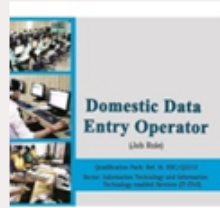


Photography

# SKILL SUBJECTS AT SECONDARY LEVEL (CLASSES IX – X)



Retail



Information Technology



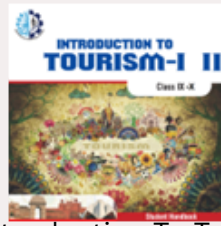
Security



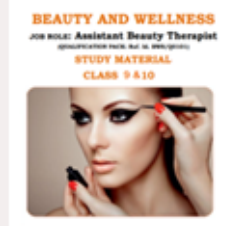
Automotive



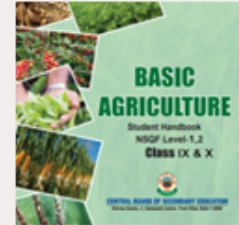
Introduction To Financial Markets



Introduction To Tourism



Beauty & Wellness



Agriculture



Food Production



Front Office Operations



Banking & Insurance



Marketing & Sales



Health Care



Apparel



Multi Media



Multi Skill Foundation Course



Artificial Intelligence



Physical Activity Trainer



Data Science



Electronics & Hardware (NEW)



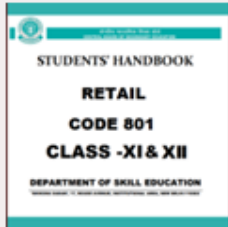
Foundation Skills For Sciences (Pharmaceutical & Biotechnology)(NEW)



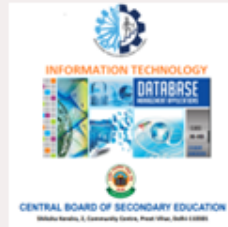
Design Thinking & Innovation (NEW)



# SKILL SUBJECTS AT SR. SEC. LEVEL (CLASSES XI – XII)



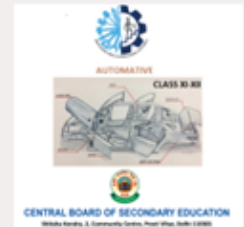
Retail



Information Technology



Web Application



Automotive



Financial Markets Management



Tourism



Beauty & Wellness



Agriculture



Food Production



Front Office Operations



Banking



Marketing



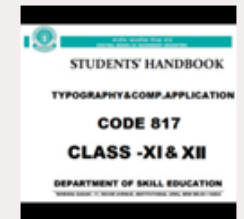
Health Care



Insurance



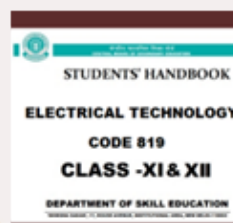
Horticulture



Typography & Comp.  
Application



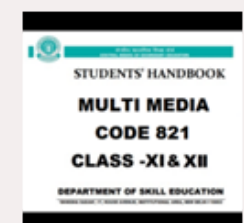
Geospatial Technology



Electrical Technology



Electronic Technology



Multi-Media

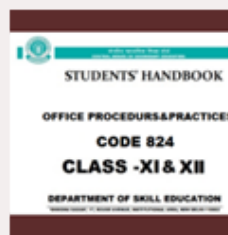




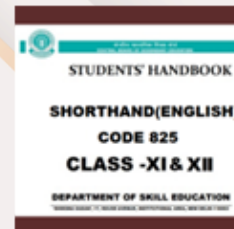
Taxation



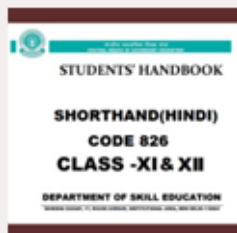
Cost Accounting



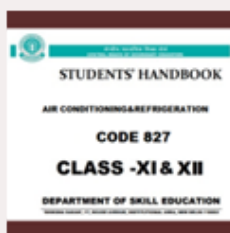
Office Procedures & Practices



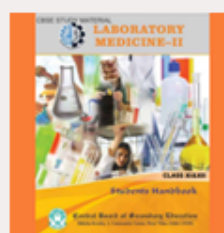
Shorthand (English)



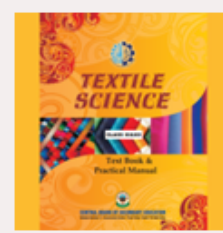
Shorthand (Hindi)



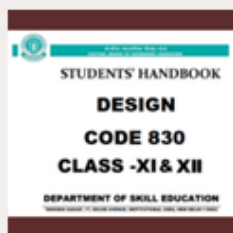
Air-Conditioning & Refrigeration



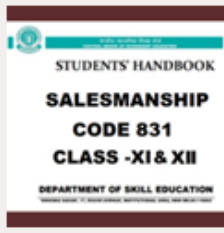
Medical Diagnostics



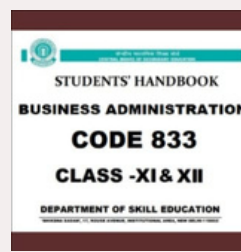
Textile Design



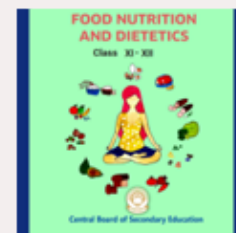
Design



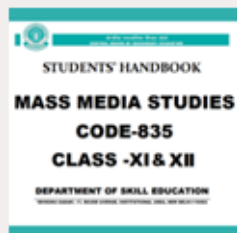
Salesmanship



Business Administration



Food Nutrition & Dietetics



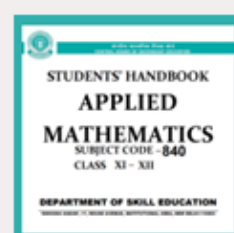
Mass Media Studies



Library & Information Science



Fashion Studies



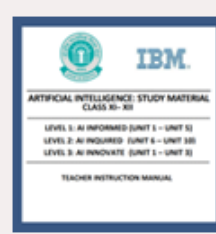
Applied Mathematics



Yoga



Early Childhood Care & Education



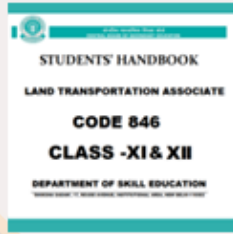
Artificial Intelligence



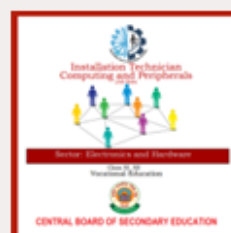
Data Science



Physical Activity Trainer(new)



Land Transportation Associate (NEW)



Electronics & Hardware (NEW)



Design Thinking & Innovation (NEW)

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## Secondary Groups (IX & X)



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## Senior Secondary Groups XI & XII



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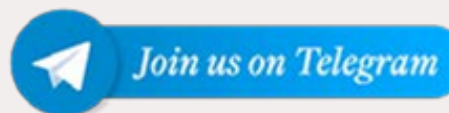


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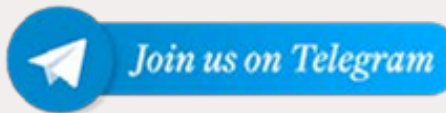
**CUET**



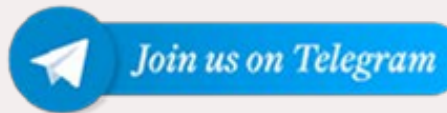
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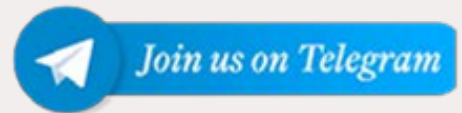
**Kindergarten**



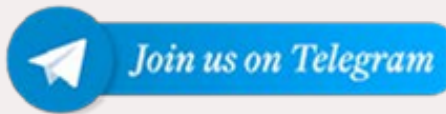
**All classes**



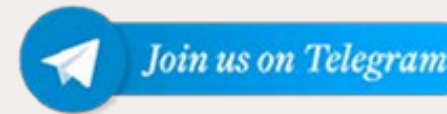
**Class 1**



**Class 2**



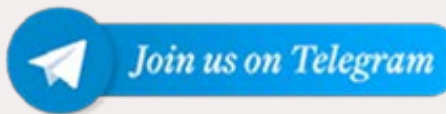
**Class 3**



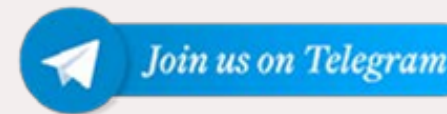
**Class 4**



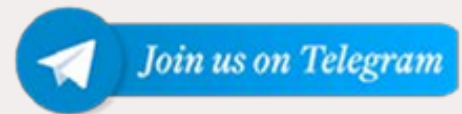
**Class 5**



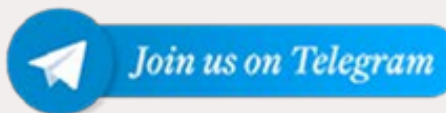
**Class 6**



**Class 7**



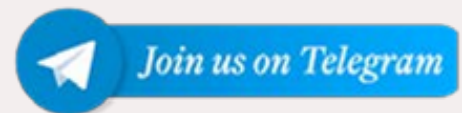
**Class 8**



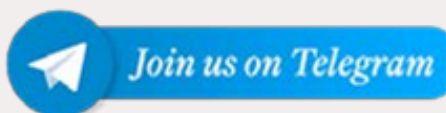
**Class 9**



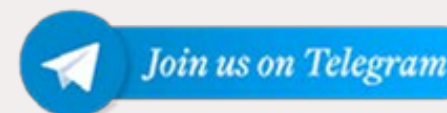
**Class 10**



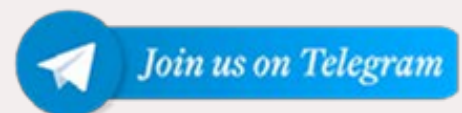
**Class 11 (Sci)**



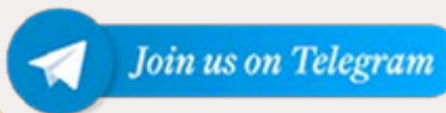
**Class 11 (Com)**



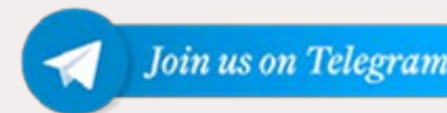
**Class 11 (Hum)**



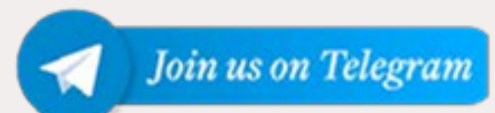
**Class 12 (Sci)**



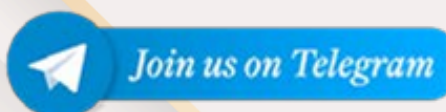
**Class 12 (Com)**



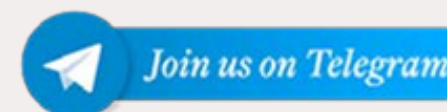
**Class 12 (Hum)**



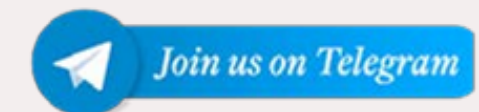
**JEE/NEET**



**CUET**



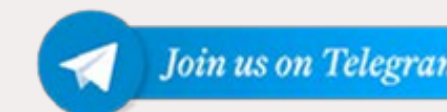
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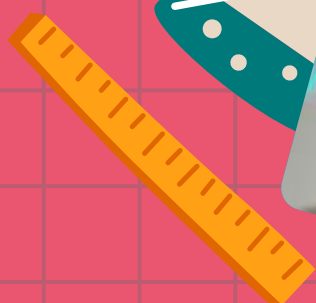
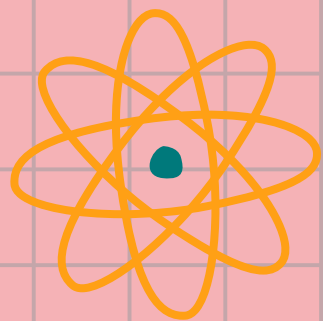
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**Class 12 (Com)**



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**Class 12 (Hum)**



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